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ABSTRACT

This book reports on various studies that have increased our understanding of why females and males learn different kinds and amounts of mathematics. In particular, this book explicates the Autonomous Learning Behavior model, proposed by Fennema and Peterson, which is a possible explanation of the development of gender differences in mathematics. This model suggests that gender differences in mathematics are caused by females' lowered participation in autonomous learning behaviors which both require and develop one's ability to work independently in high-cognitive-level activities. Chapters are: (1) "Justice, Equity, and Mathematics Education" (E. Fennema); (2) "Gender Differences in Mathematics: An Overview" (G. C. Leder); (3) "Spatial Skills, Gender, and Mathematics" (L. A. Tartre); (4) "Internal Influences on Gender Differences in Mathematics" (M. R. Meyer and M. Schatz Koehler); (5) "Attributions, Performance Following Failure, and Motivation in Mathematics" (P. Kloosterman); (6) "Classrooms, Teachers, and Gender Differences in Mathematics" (M. Schatz Koehler); (7) "Teacher/Student Interactions in the Mathematics Classroom: A Different Perspective" (G. C. Leder); (8) "Teachers' Beliefs and Gender Differences in Mathematics" (E. Fennema); and (9) "General Differences in Mathematics: A Synthesis" (G. C. Leder and E. Fennema). (MKA)

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